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FISCAL IMPACT REPORT

SPONSOR: Miera DATE TYPED: 2/27/03 HB 837

SHORT TITLE: Require NM History for High School Graduation SB _____

ANALYST: L. Baca

APPROPRIATION

Appropriation Contained		Estimated Additional Impact		Recurring or Non-Rec	Fund Affected
FY03	FY04	FY03	FY04		
	NFI				

(Parenthesis () Indicate Expenditure Decreases)

Conflicts with: HB 212, Public School Reforms
 HB 800, Require Land Grant & Native American History
 SB 149, Graduation Requirements
 SB 230, Public School Reforms
 SB 472, Family Communication Requirement
 SB 488, Require Health Credit for Graduation
 (All of these bills address graduation requirements, but none require NM History.)

Relates to: HB 180, Align Public School Curricula
 HB 186, Advanced Placement Program
 HB 150a, Indian Education Act
 SB 115a, Indian Education Act
 SB 149a, Graduation Requirements
 SB 396, Multicultural Educational Materials
 SB 472, Family Communication Graduation Requirement

Responses Received From
 State Department of Education (SDE)

SUMMARY

Synopsis of Bill

House Bill 837 adds New Mexico History and geography as one the three social science courses required for graduation and adds that, with the approval of the local school board, participation in marching band may count as toward fulfillment of the physical education required unit.

Significant Issues

Section 22-2-8.3 E NMSA 1978 stipulates, "All seventh grade classes shall require instruction in New Mexico History and Geography."

The SDE reports that the State Board of Education's content standards and benchmarks for social studies require that students study the history of New Mexico and the Southwest, and that a study of New Mexico History is thus addressed in high school history and social science classes.

FISCAL IMPLICATIONS

This bill has no appropriation, but school districts will have to purchase instructional materials, if and as available, from existing instructional materials appropriations. Initially, obtaining instructional materials could further strain budgets for instructional materials.

OTHER SUBSTANTIVE ISSUES

It is not known that textbooks and supportive materials for a high school course in New Mexico History are available. The quality of the materials is another unknown and will have to be determined.

POSSIBLE QUESTIONS

1. Has anyone tried to ascertain whether suitable materials for the teaching of New Mexico History are available?
2. Will we have teachers qualified to teach New Mexico History?
3. How extensive is the teaching of New Mexico History in our high schools?
4. How is New Mexico History taught in our elementary and middle schools?

LRB/lr